INDEX
Volume 16 (1995)

AUTHORS

Abbot, Kerry, Resources Handbook on Performance Assessment and Measurement: A Tool for Students, Practitioners and Policy Makers (Book Review); 16(1): 69-70.

Backus, Cheryl A., see Perry, Patricia D.

Barrett, Marilyn W., American Behavioral Scientist (Book Review), 16(1): 71-72.

Boschen, Kathyrn A., see Shea, Michael P.

Buck, Janet S., see Rockwell, S. Kay.

Chelimsky, Eleanor, The Political Environment of Evaluation and What it Means for the Development of the Field, 16(3): 215-226.

Christensen, James, Designing and Improving Courses and Curricula in Higher Education (Book Review), 16(1): 99-101.

Culver, Steven M., High Stakes Performance Assessment: Perspectives on Kentucky's Educational Reform (Book Review), 16(3): 279-282.

Doan, Peter L., see Snyder, Monteze M.

Egly, Nancy, Introducing Evaluation (Book Review), 16(2):207-208.

Engle, Molly, Evaluation Fundamentals: Guiding Health Programs, Research, and Policy, 16(3): 291-294.

Fetterman, David M., In Response to Dr. Daniel Stufflebeam's Empowerment Evaluation, Objectivist Evaluation, and Evaluation Standards: Where the Future of Evaluation Should Not Go and Where It Needs to Go, October 1994, 321-338, 16(2): 179-199.

Flynn, Robert A., see Shea, Michael P.

Haertel, Geneva D., Appraising Primary Headteachers: Challenge, Confidence and Clarity (Book Review), 16(1): 85-87.

Hale, Charles D., Rapid Appraisal Methods (Book Review), 16(2): 203-204.

Hale, Charles D., Rural Health (Book Review), 16(2): 209-210.

Hurworth, Rosalind, The Use of the Visual Image in a Variety of Australian Evaluations, 16(2): 153-164.

Jorgensen, Margaret, Schooling Reform in Hard Times (Book Review), 16(2): 73-75.

Jorgensen, Margaret, The Incompetent Teacher (Book Review), 16(2): 205-206.

Kayongo-Male, Diane, Understanding Teaching (Book Review), 16(3): 295-298.

Kirkhart, Karen E., Seeking Multicultural Validity: A Postcard from the Road, 16(1): 1-12.

Lam, Tony C. M., Individualization of Objectives: A Model of Educational Program Evaluation, 16(1): 13-27.

Lau, Peter, The Enquiring Tutor: Exploring the Process of Professional Learning (Book Review), 16(1): 77-78.

Lewko, John J., see Shea, Michael P.

Mark, Melvin M., Implications of Continuous Quality Improvement for Program Evaluation and Evaluators, 16(2): 131-139.
McNutt, John G., Evaluation for Foundations: Concepts, Cases, Guidelines and Resources (Book Review), 16(1): 79-80.
McNutt, John G., Analytic Mapping and Geographic Databases (Book Review), 16(1): 89-90.

O'Brecht, Michael, Review of Evaluating Medical Tests: Objective and Quantitative Guidelines, 16(1): 91-93.
Oromaner, Mark, Advancing Public Policy Evaluation: Learning from International Experiences (Book Review), 16(1): 95-97.
Oromaner, Mark, Advancing Public Policy Evaluation: Learning from International Experiences (Book Review), 16(1): 91-94.

Perry, Patricia D., A Different Perspective on Empowerment in Evaluation: Benefits and Risks to the Evaluation Process, 16(1): 37-46.
Pines, Edward, see Mark, Melvin M.
Popham, W. James, An Extinction-Retardation Strategy for Educational Evaluators, 16(3): 267-274.
Posavac, Emil J., Statistical Process Control in the Practice of Program Evaluation, 16(2): 121-130.

Ramey, Madelaine, Writing Up Qualitative Research (Book Review), 16(3): 299-302.
Richards, John D., The Handbook of Research Synthesis (Book Review), 16(2): 201-202.
Rockwell, S. Kay, An Interdisciplinary and Interagency Evaluation Team: Benefits for Other-Discipline Specialists, 16(3): 239-246.

Scriven, Michael, Evaluation Consulting, 16(1): 47-57.
Sanders, James R., Evaluation for Foundations: Concepts, Cases, Guidelines, and Resources (Book Review), 16(3): 283-286.
Shea, Michael P., Design and Measurement Considerations in Evaluating Integrated Human Service Delivery Systems, 16(3): 247-256.
Snyder, Monteze M., Who Participates in the Evaluation of International Development Aid?, 16(2): 141-152.
Stallings, William M., 100 Statistical Tests (Book Review), 16(1): 81-83.
Sundre, Donna L., Review of Assessing Faculty Work: Enhancing Individual and Institutional Performance, 16(3): 303-304.
Sweeney, Martin, see Hurworth, Rosalind.

Usher, Charles L., Improving Evaluability through Self-Evaluation, 16(1): 59-68.

Van Ryzin, Gregg G., Cluster Analysis as a Basis for Purposive Sampling of Projects in Case Study Evaluations, 16(2): 109-119.
Volpe, Richard, see Shea, Michael P.

Wargo, Michael J., The Impact of Federal Government Reinvention on Federal Evaluation Activity, 16(3): 227-238.
Wheeler, Patricia J., Tips for Improving Testing and Grading (Book Review), 16(3): 287-290.
Worthen, Blaine R., Some Observations about the Institutionalization of Evaluation, 16(1): 29-36.
Worthen, Blaine, The Unvarnished Truth about Logic-in-Use Versus Reconstructed Logic in Educational Inquiry, 16(2): 165-178.

Wortman, Paul M., An Exemplary Evaluation of a Program that Worked: The High/Scope Perry Preschool Project, 16(3): 257-266.

ARTICLES

American Behavioral Scientist (Book Review), Marilyn W. Barrett, 16(1): 71-72.

Analytic Mapping and Geographic Databases (Book Review), John G. McNutt, 16(1): 89-90.

Appraising Primary Headteachers: Challenge, Confidence and Clarity (Book Review), Geneva D. Haertel, 16(1): 85-87.

Assessing Faculty Work: Enhancing Individual and Institutional Performance (Book Review), Donna L. Sundre, 16(3): 303-304.

Cluster Analysis as a Basis for Purposive Sampling of Projects in Case Study Evaluations, Gregg G. Van Ryzin, 16(2): 109-119.

Design and Measurement Considerations in Evaluating Integrated Human Service Delivery Systems, Michael P. Shea, John J. Lewko, Robert A. Flyyn, Kathryn A. Boschen, and Richard Volpe, 16(3): 247-256.

Designing and Improving Courses and Curricula in Higher Education (Book Review), James Christensen, 16(1): 99-101.

Different Perspective on Empowerment in Evaluation: Benefits and Risks to the Evaluation Process, A, Patricia D. Perry and Cheryl A. Backus, 16(1): 37-46.

Enquiring Tutor: Exploring the Process of Professional Learning, The (Book Review), Peter Lau, 16(1): 77-78.

Evaluating Medical Tests: Objective and Quantitative Guidelines (Book Review), Michael O'Brecht, 16(1): 91-93.

Evaluation Consulting, Michael Scriven, 16(1): 47-57.

Evaluation for Foundations. Concepts, Cases, Guidelines and Resources (Book Review), John G. McNutt, 16(1):79-80.

Evaluation for Foundations: Concepts, Cases, Guidelines, and Resources, Reviewed by James R. Sanders, 16(3): 283-286.

Evaluation Fundamentals: Guiding Health Programs, Research and Policy, Reviewed by Molly Engle, 16(3): 291-294.

Exemplary Evaluation of a Program that Worked: The High/Scope Perry Preschool Project, An, Paul M. Wortman, 16(3): 257-266.

Extinction-Retardation Strategy for Educational Evaluators, An, W. James Popham, 16(3): 267-274.

Handbook of Research Synthesis, The, Review by John D. Richards, 16(2): 201-202.

High Stakes Performance Assessment: Perspectives on Kentucky's Educational Reform (Book Review), Steven M. Culver, 16(3): 279-282.

Impact of Federal Government Reinvention on Federal Evaluation Activity, The, Michael J. Wargo, 16(3): 227-238.

Implications of Continuous Quality Improvement for Program Evaluation and Evaluators, Melvin M. Mark and Edward Pines, 16(2): 131-139.

Improving Evaluability through Self-Evaluation, Charles L. Usher, 16(1): 59-68.

In Response to Dr. Daniel Stufflebeam's Empowerment Evaluation, Objectivist

Evaluation, and Evaluation Standards: Where the Future of Evaluation Should not Go and Where it Needs to Go, October 1994, 321-338, David Fetterman, 16(2): 179-199.
Incompetent Teacher, The (Book Review), Margaret Jorgensen, 16(2): 205-206.
Individualization of Objectives: A Model of Educational Program Evaluation, Tony C. M. Lam, 16(2): 13-27.
Interdisciplinary and Interagency Evaluation Team: Benefits for other-Discipline Specialists, An, S. Kay Rockwell and Janet S. Buck, 16(3): 239-246.
Introducing Evaluation, Review by Nancy Egly, 16(2): 207-208.

Political Environment of Evaluation and What it Means for the Development of the Field, The, Eleanor Chelimsky, 16(3): 215-226.

Rapid Appraisal Methods (Book Review), Charles D. Hale, 16(2): 203-204.
Resources Handbook on Performance Assessment and Measurement: A Tool for Students, Practitioners and Policy Makers (Book Review), Kerry Abbott, 16(1): 69-70.
Rural Health (Book Review), Charles D. Hale, 16(2): 209-210.

Schooling Reform in Hard Times (Book Review), Margaret Jorgensen, 16(1): 73-75.
Seeking Multicultural Validity: A Postcard from the Road, Karen E. Kirkhart, 16(1): 1-12.
Some Observations about the Institutionalization of Evaluation, Blaine R. Worthen, 16(1): 29-36.
Statistical Process Control in the Practice of Program Evaluation, Emil J. Posavac, 16(2): 121-130.
100 Statistical Tests (Book Review), William M. Stallings, 16(1): 81-83.

Tips for Improving Testing and Grading (Book Review), Patricia H. Wheeler, 16(3): 287-290.

Understanding Teaching (Book Review), Diane Kayongo-Male, 16(3): 295-298.
Unvarnished Truth about Logic-in-Use Versus Reconstructed Logic in Educational Inquiry, The, Blaine Worthen, 16(2): 165-178.
Use of the Visual Image in a Variety of Australian Evaluations, The, Rosalind Hurworth and Martin Sweeney, 16(2): 153-164.

What Works in Program Evaluation, Michael Hennessy, 16(3): 275-278.
Who Participates in the Evaluation of International Development Aid, Monteze M. Snyder and Peter L. Doan, 16(2): 141-152.
Writing Up Qualitative Research (Book Review), Madelaine Ramey, 16(3): 299-302.